

## Textbook Alignment to the Utah Core – Sculpture

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list  
([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes \_\_\_\_\_ No \_\_\_\_\_*

Name of Company and Individual Conducting Alignment: \_\_\_\_\_

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

**Instructional Materials Evaluation Criteria (name and grade of the core document used to align):** Sculpture Core Curriculum

**Title:** \_\_\_\_\_ **ISBN#:** \_\_\_\_\_

**Publisher:** \_\_\_\_\_

**Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum:** \_\_\_\_\_%

**Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum:** \_\_\_\_\_%

**STANDARD I: (Making):** Students will assemble and create sculpture by manipulating art media and by organizing images with the elements and principles.

<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard I:</b> _____ %	<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I:</b> _____ %		
<b>OBJECTIVES &amp; INDICATORS</b>	<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>

<b>Objective A: Refine techniques and processes in a variety of media.</b>				
•	Experience and control a variety of sculpture media, including current arts-related technologies.			
•	Select and analyze the expressive potential of sculpture media, techniques, and processes.			
•	Practice safe and responsible use of art media, equipment, and studio space.			
<b>Objective B: Create sculpture using art elements and principles.</b>				
•	Create expressive sculpture using art elements, including line, texture, form, negative space, and value.			
•	Create expressive sculptures using principles to organize the art elements, including unity, proportion, emphasis, and balance.			
<b>STANDARD II: (Perceiving): Students will find meaning by analyzing, criticizing, and evaluating sculpture.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective A: Critique sculpture.</b>				
•	Analyze sculptures regarding the use of art elements and principles.			
•	Examine the functions of sculpture.			
•	Interpret sculptures.			
<b>Objective B: Evaluate sculpture.</b>				
•	Analyze and compare sculptures using a variety of aesthetic approaches.			
•	Evaluate sculpture based on forming techniques, effective			

	use of art elements and principles, fulfillment of functions, impact of content, expressive qualities, and aesthetic significance.			
<b>STANDARD III: (Expressing): Students will create meaning in sculpture.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective A: Create content in sculpture.</b>				
•	Identify subject matter, metaphor, themes, symbols, and content in sculpture.			
•	Create sculpture that effectively communicates subject matter, metaphor, themes, symbols, or individually conceived content.			
•	Create divergent, novel, or individually inspired applications Of sculpture or art elements and principles that express content.			
<b>Objective B: Curate sculpture ordered by medium and content.</b>				
•	Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this Core, or significant content.			
•	Exhibit sculpture selected by themes such as mastery of a medium, Core objectives, and significant content.			
<b>STANDARD IV: (Contextualizing): Students will find meaning in sculpture through settings and other modes of learning.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %</b>		
		<b>Coverage in <i>Student Edition</i>(SE) and</b>	<b>Coverage in <i>Ancillary Material</i></b>	<b><i>Not covered</i></b>

OBJECTIVES & INDICATORS	<i>Teacher Edition (TE)</i> (pg #'s, etc.)	(titles, pg #'s, etc.)	<i>in TE, SE or ancillaries</i> ✓
<b>Objective A: Align sculptures according to history, geography, and personal experience.</b>			
<ul style="list-style-type: none"> <li>• Use visual characteristics to group artworks into historical, social, and cultural contexts; e.g., cubist view of the Egyptians, tenebrism of the Baroque.</li> </ul>			
<ul style="list-style-type: none"> <li>• Analyze the impact of time, place, and culture on sculpture.</li> </ul>			
<ul style="list-style-type: none"> <li>• Evaluate own relationship with sculptures from various periods in history.</li> </ul>			
<b>Objective B: Synthesize sculpture with other educational subjects.</b>			
<ul style="list-style-type: none"> <li>• Integrate sculpture with dance, music, and theater.</li> </ul>			
<ul style="list-style-type: none"> <li>• Explore how sculpture can be integrated across the disciplines.</li> </ul>			
<b>Objective C: Evaluate the impact of sculpture on life outside of school.</b>			
<ul style="list-style-type: none"> <li>• Examine careers related to sculpture.</li> </ul>			
<ul style="list-style-type: none"> <li>• Predict how sculpture can add to the quality of life and lifelong learning.</li> </ul>			